

# CHAPTER I INTRODUCTION

## A. Background of the Study

Nowadays, *Kurikulum 2013* had already been launch by our government. Even though *Kurikulum 2013* was still using for the grade I of Junior High School. In grade II of Junior High School was still using the curriculum that progresses now that it was called A *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In this curriculum, the aim of the English teaching in Indonesia especially teaching English to Junior High School was to enable students to have the ability in developing communicative competence in both oral and written, to have the awareness about the essence and the important of English in increasing competition in global community, and the last was to develop the students' comprehension about interrelatedness between language and culture. It could be concluded that Junior High School students were demanded to master the communicative competence both in spoken and written form in order to compete in the globalization era.

In teaching English, there are four skills to be taught to master the aspect of lessons. They are writing, reading, listening, and speaking. Its skill has different meaning but has the same purpose, which is increasing the creativity of language. Speaking is one of the language skills that should be mastered by the students at junior high school.

Based on my teaching experience in SMP Negeri 1 Sei Suka, there were still many students who hadn't able to speak English well. In addition to the data that I got, I also interviewed the teacher to ask their methods and difficulties in teaching. There were some factors that found in this problem could be predicted as follows:

First, the teacher found that their methods were used by them still valued passive interaction from students. The speaking practice was done just by giving instruction so that the students were less interest.

Second, the students just memorized the conversation given by teacher to show their speaking ability. It could not help the students to have a communicative dialogue.

These all reasons made the students just sitting and following passively in teaching learning process. There were 31 students in Grade VIII-1 and 15 students could not pass the minimum standard competence (KKM) which was applied by school for English lesson. The score of minimum standard competence was 75.

In teaching speaking, various techniques need to be used in order to motivate the learners to enjoy the English class and to avoid them from getting bored in learning process. According to Antonacci (1991), semantic map is a graphic arrangement showing the major ideas and the relationships in text or among words meaning.

Semantic mapping is an adaptation of concept definition mapping but builds on students' prior knowledge or schema. Stone (2007: 166) adds semantic

mapping is powerful tool in concept development and information ex-change. According Richards (2001: 198) semantic mapping belongs to cooperative learning and it has several characteristic, such as different topic for each group, the new information, presentation in front of the class, and structured group work effectively.

In accordance with Indonesian curriculum, junior high school students have to learn descriptive text in the seventh and eighth grade. A descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text has the purpose of the text is to tell about the subject by describing it features without including personal opinion.

Based on the explanation above, it's very important to increase the students' ability in speaking. According to the writer, the eighth grade students of junior high school were better to learn speaking the description of the features of someone, something, or a certain place by using Semantic Mapping Strategy.

## **B. Problem of the Study**

As related to the background of the study, the problem is formulated as follows:

“Is there any significant effect of applying Semantic Mapping Strategy on students' speaking achievement?”

**C. Objective of the study**

In the relation to the problem of study, the objective of the study was to find out the effect of Semantic Mapping Strategy on Students' Speaking Achievement.

**D. The Scope of the Study**

There were many ways to create the teaching learning process that teacher could do to improve student's achievement especially in teaching English to make the students were interested in speaking English. This study focused on applying Semantic Mapping Strategy to see Students' Speaking Achievement. Semantic Mapping was categorized on one of visual graphic organizers.

**E. The Significance of the Study**

The findings were expected to be useful theoretically and practically. Theoretically, the findings of the study might give information that semantic mapping had important role for the successful of learning process. Practically, semantic mapping strategy could be applied by teacher in teaching process. The research finding semantic mapping strategy could help students to improve their achievement on speaking.